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ABSTRACT

This annotated bibliography lists 89 entries of selected educational materials published in Pakistan during the period July-September 1978. Pakistan journals, newspapers, and government publications provide the sources of materials. They are organized in 20 categories: administration, organization, and financing of education; adult education; development of education; educational goals; educational planning; educational reform; elementary and secondary education; higher education; Islamic education; languages; libraries; literature; teacher education; teachers; teaching methods and media; technical education; textbooks; women's education; general; and examinations. An index to authors of the materials concludes the document. (KC)

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SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION.

1. AHMAD, Asad. Niji Kalijon Ko Tahveel Mein Lena Kiyun Zaroori Tha? (Why Was It Necessary to Nationalize Private Colleges?) ... Imroz (Lahore) August 26, 1978.

Not long ago, teachers were exploited in private colleges and their services were not secure. It had become a routine for the managements of these college to terminate the services of the teachers with the advent of summer vacation every year. After the vacation, the same teachers were again employed on new contracts. The salary they drew was far lower than what was shown in the registers.

The teachers, at last raised their voice against these unjust practices of the management. The Government examined their grievances and found them true. So, in 1972 all private colleges were nationalized. With the nationalization, the teachers were promised the same facilities and status as were enjoyed by the teachers of Government colleges.

It is unfortunate that not a single promise has been fulfilled by the Government as yet. Thus, the teachers of the nationalized colleges were compelled to start a series of complaints and agitation. If the Government fails to respond to the genuine demands of these teachers, the situation may take a vicious turn.

2. AKHTAR, Kalim. Mukhtalif Mazameen Kay Liay Elaheda College (Separate College for Different Subjects) --- Imroz (Lahore) June 16, 1978 (U).

The provincial department of education is examining the possibility of reserving different colleges for different subjects. The proposal seems to be realistic, but it should be thoroughly examined before it is put into action. Before trying to raise the standard of education, the educational institutions should be relieved of the present unnecessary load of administration.

It is unfortunate that passing of examinations by hook or by crook has become the sole aim of all education in our country. Our system of education does not encourage the students to go deep into their studies; nor does it create love of research in them. One reason is the lack of interest among the teachers and the atmosphere prevailing in educational institutions.

3. HUSAIN, Iftekhar. Ta'aleemi Inhetaat Ka Zimmedar Kaun? (Who is Responsible for the Deterioration in Education?) --- Jang (Rawalpindi) September 9, 1978 (U).

The edifice of education stands on three pillars. They are: The teachers, the concerned officers of the department, and the syllabus making institutions. Co-ordination among all the three pillars is essential for the achievement of the desired results. So far as teachers are concerned, they have no voice of their own. They are divided into different categories of provincial, federal, and army education. They do not take any interest in their problems. These officers keep themselves busy in matters relating to teachers' transfers, appointments, grades, pensions, service books, etc.

The syllabus making institutions change the syllabus whenever they like. They seek no advice either from the teachers or from the educationists. It is unfortunate that only teachers are blamed for the fast deterioration in the standard of education. What is required now is to change the whole system of education from top to bottom. Unless this is done, no improvement can be expected. The Education Department has to look into these hard facts and take immediate steps to streamline the whole structure of education.

4. JAFRI, Zamir Hyder. Qaumi Tahveel Mein Liye Gai Idaray (Nationalized Institutions) --- Imroz (Lahore) August 20, 1978 (U).

Before the nationalization of schools and colleges, it was generally complained that the private owners of these institutions were running them on commercial basis. Now that these institutions have been nationalized, the Government is being pressed to return the institutions to their former owners. This should not be done. All that can be done is to allow private institutions to be opened on certain conditions: The owner must be financially sound; the building and the location of the institutions must be approved by the authorities; play-grounds should be spacious; teachers should be well-paid, etc.

Unless these conditions are fulfilled, nobody should be allowed to open any educational institution. Strict vigilance should be kept on the nationalized institutions. If any such institution lags behind in matters of teaching and good results, the head of such institution should be penalized after due warning.

5. NIAZI, Ghulam Husain. Ta'aleemi Intezamia Mein Zaroori Islah-e-Ahwal (Necessary Reformation in Education Management) --- Nawai Waqt (Rawalpindi) September 24, 1978 (U).

Educational management, particularly in the Punjab, is extremely unsatisfactory and needs immediate reform. The number of educational institutions has increased tremedously during the last decade, while the number of management staff has remained what it was in the past. Divisional Directorates were opened to lessen the load, but the situation has not improved.

The best solution would be to divide one Divisional Directorate into three separate directorates, one for college affairs, one for boys schools, and one for girls schools. This would lessen the load of work on the directorates.

There is a genuine complaint against the inefficiency of the supervisory team for the institutions. Perhaps, the supervisory team is loaded with other official assignments. A separate district education officer in each district should be appointed for female institutions, so that the problems relating to the female institutions could be solved promptly.

6. RIZVI, Azhar. Education: Efficient Administration Key to Solution of Problems --- Dawn (Karachi) September 1, 1978.

The improvement of educational administration in Pakistan is a multi-dimensional problem. The issues are as follows:

(1) Should education be a provincial or a federal subject? In Pakistan education is, and has always been a provincial subject. This arrangement is a legacy of the colonial rule. It is, therefore, suggested that education should now be taken over by the Government.

(2) Who should be the head of educational system, a generalist or a specialist? Education has now become a highly technical field and a generalist will cut a sorry figure if he is accorded top educational leadership. What about specialist. Our specialists with all their professional expertise generally weigh very low on the administrative scale.

(3) Should education be financed by General Revenue or through a separate education tax? As against the present practice, a separate education tax is suggested to provide an effective educational base to educational enterprise.

(4) Should there be direct recruitment or promotion from within in the administrative cadre? Some ratio should be worked out between direct recruitment and promotion from within.

7. RIZVI, Azhar, Nationalization of Schools and Colleges - What Next? --- Dawn (Karachi) September 29, 1978.

In order to offset the adverse effects of nationalization on our educational system and to ensure smooth and harmonious educational development, the Government should take the following steps: 1) Private enterprise should be encouraged in the matter of opening new schools and colleges and running them on a genuinely benevolent, philanthropic, and non-commercial basis. 2) The frontiers of education should be guarded against the invasion of the entrepreneurs. 3) The opening of new private schools should be regulated and adjusted within the framework of a phased program to meet the growing needs. The mushroom growth of institutions should not be allowed. 4) An Education Code should be prepared to guide and regulate the opening and running of private educational institutions. 5) A Code of Ethics should be developed for the conduct and behavior of teachers and other staff. 6) A high-powered administrative authority should be established in each province to listen to the appeals against the decisions of the higher-ups in respect of privately-managed educational institutions. Such a court has proved effective in other countries, 7) There should be no denationalization of schools and colleges. 8) A comprehensive plan should be drawn up and implemented for the strengthening of the existing nationalizad institutions.

ADULT EDUCATION

8. ALI, Ahmad. Adult Education --- Dawn (Karachi) September 28, 1978.

The six month adult functional literacy program to be launched in Sind by the Directorate of Social Welfare from early October is expected to benefit 12,000 men and women. In a country where illiterate adults are estimated at more than 40 million, this program will be no more than a drop in the ocean. But something is better than nothing. The slogan "each one teach one" adopted by a number of countries as a call to action has great relevance for us today.

Crash programs for adult literacy, which have been undertaken sporadically by Government bodies and voluntary agencies at considerable cost, have so far failed to make any impact on our percentage of literacy. This is because they have not been planned and executed within the framework of a scientific overall plan for adult education. It is now widely recognized that adult education is not only a powerful vehicle of social and economic change in developing countries, but also a means of raising the level of technical skills.

The problem of illiteracy cannot be solved only at the primary level through formal general education. This process bypasses adults and the adolescents who have grown up without schooling. Informal vocational education of adults can help cut down the percentage of illiteracy in a shorter time and at a proportionately lower cost than formal schooling.

DEVELOPMENT OF EDUCATION

9. Education and Training --- In: The Fifth Plan 1978-83, 1-2. Islamabad, Planning Commission, Government of Pakistan, 1978.

First the educational development during 1972-78 has been described. The salient features of the period are pointed out and the expenditure incurred during the six year period on programs of education and training is mentioned which amounted to Rs. 11,885.4 million of which Rs. 3,080.6 million is developmental and Rs. 8,804.8 million non-developmental.

An over-view of education system in 1977-78 is presented describing primary education, middle and secondary school education, teacher training program for primary and secondary teachers, technical and vocational education, higher education and other educational programs.

EDUCATION GOALS

10. AHMAD, Shakeel. Ta'aleem Ko Bamaqsad Banaya Jai. (Make Education Purposeful) --- Mashriq (Lahore) July 25, 1978 (U).

The present system of education has served neither to improve the standard of education nor make it purposeful. We should never lose sight of the three basic factors while trying to make our education purposeful. (1) Our system must be so changed as to popularize ideology of Pakistan. (2) In order to accelerate the pace of development in our country, each one of us must fully realize his personal responsibility. This consciousness can be created only through purposeful education. (3) Education should aim, first and last, at making our youth true Muslim. These aims can be achieved only if our educationists, while perparing the curricula, keep these objectives in mind. What is also needed is to establish more technical and vocational institutions throughout the country. If, during the course of secondary education, our students are taught the subjects of agriculture, handicrafts, etc., the percentage of unemployment in the country will come down appreciably.

11. KHALID, Abdul Karim. Nizam-e-Ta'aleem Ka Mas'ala (Problem of System of Education) --- Imroz (Lahore) May 24, 1978 (U).

There has been a long standing demand in Pakistan for a system of education that is based on Islamic ideology. But unfortunately, no heed was paid to it. At the moment two aspects of education should be kept in view. One is the educative or external aspect that relates to the knowledge and development of science in the country, and the second aspect is understanding and better knowledge of the holy Quran.

The crux of the problem is that we have become total strangers to the knowledge of philosophy and science. Our education has become a sort of business, and our society has come to be divided into the educated and the uneducated people. It cannot be denied that the present system of education has become outdated. It needs thorough overhauling and complete change, and to begin with, the present syllabus should be revised from the primary level right up to the university level.

12. Problems and Issue --- In: The Fifth Plan 1978-83, 3-6. Islamabad, Planning Commission, Government of Pakistan, 1978.

Problems and Issues are described under the headings: 1) school education; 2) technical education; 3) college education and 4) financing of education.

In school education besides other, one of the most significant problems is the low efficiency of educational institutions and the poor quality of their product. In the field of technical education lack of correspondence between training programs and skills required for available jobs is the most serious problem. In college education, indifferent quality of entering students and imbalanced distribution of students over various courses are big problems. So far as financing of education is concerned, the most critical problem is that of finance and distribution of available resources among various sub-sectors.

13. RAHMAN, Masudur. Education --- Dawn (Karachi) September 11, 1978.

After the emergence of Pakistan, both religious and secular education should have been imparted under one roof. But this did not happen, and as a result chaos developed in society. The Government patronized modern education and lavished money on university education. It did so despite meagre resources at its disposal and at the cost of increasing unemployment and underemployment of a large number of graduates.

On the other hand theologians established religious institutions which produced "Khatibs" for the mosques and teachers for these institutions. No serious attempt was ever made either by the Government or the theologians to establish any worth while standard educational institution for both religious and modern education simultaneously. If this cannot be done even now, at least fundamental Islamic teachings should be imparted in all modern institutions, and efforts should be made for developing the character of the students in accordance with the Islamic principles. Some basic teaching in history, geography, economics, civics, arithmetic, and general knowledge should be imparted in all religious educational institutions.

EDUCATION PLANNING

14. ALI, Anita Ghulam. Wastage in Education --- Morning News (Karachi) July 13, 1978.

Wastage in education can generally be attributed to extravagance or the squandering away of: i) Talent, ii) Time, and iii) Money. Both, talent and money, are wasted in educational institutions at the teachers level. Mediocres and those who take the line of least resistance have the best bargain and the least chances of ending up frustrated. Teachers with extra qualifications, initiative, and energy are soon cured of any dreams of improving this or that.

Some of the classical examples are as follows: a) Lack of coordination between the University, Boards of Intermediate and Secondary Education, the administration and the Bureaue of Curricula causes overlapping in courses, lack of continuity of the prescribed and officially printed textbooks.

b) The shortage of teachers is further aggravated by petty wrangling over interpretation of the sacrosanct rules.

c) Comparative figures of enrolment of the Primary, Secondary, Intermediate, Degree and University level reflect the number of drop-outs at each level.

d) Unrealistic syllabi and curricula lower the standard of education. Radical changes in our attitudes, in our working, in our approach to problems, ideals, and objectives can prevent the continuous drain of time, talent, and money.

15. Fifth Plan Strategy --- In: The Fifth Plan 1978-83, 6-9. Islamabad, Planning Commission, Government of Pakistan, 1978.

The Fifth Plan marks fundamental reordering of national priorities in favour of primary education and vocational and technical training. In secondary and higher education, there will be a shift of emphasis from quantitative expansion to qualitative improvement. At the degree and post-graduate levels the Fifth Plan aims only at a modest expansion of facilities.

The strategy in the field of technical education would be to make training imparted at the technical colleges/polytechnics and engineering colleges/universities more relevant to actual job requirements of employers and to improve the utilization of technically trained manpower. And in the field of adult education, pilot projects and experimental schemes would be pursued vigorously. Programs of scholarships, book production and book bank will be expanded. Two tables are provided giving benchmarks and targets of school enrolment, and estimates of financial requirements for 1978-83.

16. KHAN, Mohammed Ali. Statement on the National Education Policy --- The Varsities (Karachi) Vol. III(4), 3 - 7. July - August, 1978.

In his speech on National Education Policy the minister has emphasized the need to develop practical work plans through the process of education in accordance with Islamic teachings. He has stated that education is a key element in progress and change. It occupies a pre-eminent position in every human society; more so in a Muslim society, and much more so in Pakistan. He has also stated the pitfalls and drawbacks in the previous education policies. Special measures to promote education in the country have been discussed.

The highlights of National Education Policy have been spread over sixtynine articles.

EDUCATION REFORMS

17. ADEEB, Syed Mazhar Ali. Talaba Mein Bechaini Kay Asbaab (Causes of Unrest Among Students) --- Imroz (Lahore) April 5, 1978 (U).

One of the main reasons of unrest among students is the problems they have to face while seeking admission to schools and colleges. The number of educational institutions is fewer in in the country compared to the number of students. Education in

our country is relatively very costly.

Parents belonging to poor or middle classes, have to face many problems in connection with the admission of their children. The students have to obtain the admission. form, fill it and get it duly attested. To do this, they have to run from pillar to post. In the process, they get disgusted and give up the idea of further studies. Apart from all this, the leakage of question papers, delay in the announcement of results, and unsuitable date sheets only serve to dampen the spirit of the students. Added to this are the repeated changes in the syllabus.

The standard of teaching has deteriorated considerably. Most of the students, whether matriculates or graduates, cannot express themselves in clear, simple language. The present system of examination is defective. It encourages the students to memorize the lessons. As a result, majority of them fail in the examinations.

18. AINUDDIN, Ali. Educational Problems --- Pakistan Times (Rawalpindi) August 28, 1978.

Our society is relatively underdeveloped, and so is our educational system. To improve this state of affairs we have to make certain radical changes, which may be divided into two main categories: 1) Changes in the system: Our educational system is outdated by at least two centuries. The time required to go through the entire system from class I to Ph. D should be 20 years. Basic schooling up to high school should last for twelve years. Each year should be divided into two semesters, each of four months. Each semester should be self-sufficient, that is, different subjects should be taught and tested in each semester. Five to six subjects can be taught per semester. This would enable a high school graduate to study the basic elements of a wide variety of subjects ranging from political science, philosophy, economics, etc., to the fundamental elements of science and mathematics, plus physical training, and games and manual work. Higher or college education should be of eight years duration.

2) Changes in outlook: i) There should be a radical change of outlook in the teacher-student relationship. ii) Changes should be made in the examination system so as to ensure that in addition to memory, the tests cover intelligence, grasp, understanding, and knowledge. A modern training institution should be opened for teachers. iv) Attention should be paid more to the quality of education than to quantity. v) Teachers should be highly paid and respected. vi) Discipline is extremely important for running these educational institutions. vii) Students should be taught the practical aspects of theoritical lessons they learn.

19. ALI, Shaikh Imtiaz. Kiya Ta'aleem Ka Me'yar Gir Raha Hai? (Is the Standard of Education Declining?) --- Imroz (Lahore) September 18, 1978 (U).

The Exemption System, under which students are allowed to pass the examination in different subjects at different times, has, in its own way lowered the standard of education in the country. The practice of annual examinations should be reintroduced, and the Exemption System from Class X onward should be abolished. /of However, the system/compartmental examinations may be revived.

Illiteracy of parents affects our children's education. To hold the teachers responsible for everything does no good. Unless the parents take interest in their wards' education, the teachers can help little.

Frequent changes in the syllabus also adversely affects the standard of education. The syllabus must be prepared according to the needs of the time. Inspection teams seem to be doing no useful work. One of the reasons is that their number and strength are too low to cope with their work.

20. BABAR, Zaheer. Reflection on Education --- Dawn (Karachi) August 21, 1978.

Today we need a liberal and democratic atmosphere in our educational institutions. It is true that academic freedom can sometimes be exploited by anti-national forces, but the answer to this problem is not the suppression of that freedom. Such suppression harms the educational process as a whole. The answer to this problem lies in combating such forces on the political field.

We have many teachers, young and old, who understand the world we are living in and are convinced of the inescapable demands for change. This dormant and complacent majority will have to be activized through meaningful changes in the educational system. The hopeless standard of textbooks, outmoded teachniques of teaching, over-dependence on annual examination as a test of ability, heavy reliance on imported technical textbooks, and mismanagement of schools and colleges, are some of the real issues that our educationists have to face.

They have also to take cognizance of the existing imbalances and disproportions. The base of the educational pyramid continues to be too narrow. An acute disproportion has grown between the facilities for the study of humanties and those for the study of physical sciences.

21. BHATTI, Mohammad Ismail. Meyaar-e-Ta'aleem Ki Pasti (Deterioration of Standard of Education) --- Nawai Waqt (Rawalpindi) July 27, 1978 (U).

The reasons for the deterioration of education are many. Teaching in our educational institutions has become aimless. The present system of examination has not proved successful. The administrative machinery of the institutions has failed to wean students from indisciplined behavior. The teachers could, if they so wanted, to play, an important role in bringing about a revolutionary change in the system of education. But our teachers seem to have fallen a victim to slackness and inertia.

There is no denying the fact that maintenance of discipline in educational institutions is impossible without the help of our teachers. The change in syllabus too, is not possible without their cooperation. So, the need of the hour is to train each and every teacher. Further, admission of students should be strictly on the basis of merit. Special attention should be paid to the students who are not attentive in classes. A reasonable ratio between the students and the teacher should be strictly maintained. Overcrowding in classrooms should be avoided at all cost.

22. JULLANDHARI, Nazar. Ta'aleem Aur Tajrubaat (Education and Experiments) --- Imroz (Lahore) June 28, 1978 (U).

New methods of mathematics have been included for class III which only serve to confuse the minds of the students. These methods are purely Western and beyond the grasp of the students of class III in our country. Moreover, the teachers have not been trained in the application and use of the new methods. The teachers of primary, middle, and high schools cannot fully explain the new methods of mathematics to the students. This is not the case with mathematics only. The work of preparation of syllabus should be entrusted only to experienced educationists who take real interest in education and can advise the Syllabus Committee on the question. Before the introduction of any new method the teachers should be properly trained in the application of the new method, and relevant guide books should be provided to them.

23. MAHMOOD, Bashir Ahmad. Educational Standards --- Pakistan Times (Rawalpindi) July 24, 1978.

Those in charge of improving educational standards, should carefully consider the following points:

1) At present there are certain prescribed books in the subjects of science and mathematics that are used by all

colleges. Question papers are also set from these books. Even numerical problems are selected from them. The students, therefore, prefer to cram.

2) There should be a prescribed syllabus for every subject and different subject specialists should write the books.

3) The facility of passing an examination by parts has lowered the standards. From the very beginning, students decide to drop one or more subjects. Matters should be so arranged that a student passes the examination in one sitting. Compartments may be allowed in one subject and that too under exceptional circumstances.

4) The method of sectionalizing question papers should be strictly followed.

5) Teachers should be asked to take their classes more regularly.

6) The number of students in a class should not exceed 50, so that individual attention can be given to them by the teachers.

7) Colleges should have more working days. Wastage of time should be avoided under all circumstances.

8) No students, particularly those of the intermediate classes, should not be allowed to take part in politics.

24. QADRI, Shabbir Ahmad. Meyaar-e-Ta'aleem Ki Kami Ka Mas'ala (The Problem of the Deterioration in the Standard of Education) --- Nawai Waqt (Rawalpindi) September 25, 1978 (U).

Fast deterioration in the standard of education, and failure of students have become a problem for the educationists. The following questions are being asked in different quarters: Who can be held responsible for the deterioration? What are internal and external causes that have dampened the interests of the students?

The causes are many: The atmosphere of the house is not congenial to the students; the system of education in the school shows no respect to the natural instincts of the students; the buildings of educational institutions are neither capacious enough nor suitable, etc. Some of the causes are genuine, but the basic point that has been missed is the non-existence of any relationship between the teacher and the parents in the matter of education.

What is now required is a new system of education for the country. Teaching of English should be immediately replaced by the teaching of our national language. Religious teaching should

be made compulsory at all levels. No unqualified teacher should be appointed. Close relationship should be created between the teachers and the parents. Strict discipline should be enforced in every school and college. Formation of student unions should be discouraged. Syllabus should be prepared according to the needs of the time.

25. RAHMAN, Hafeezur. Nizam-e-Ta'aleem (System of Education) --- Imroz (Lahore) May 18, 1978 (U).

The system of education prevalent before independence, is still in vogue. It was hoped that the system would be changed in the light of our peculiar ideology, and the syllabus from the primary to the higher levels would be changed accordingly. But after thirty one years of independence, no change in the system and syllabus was brought about by the authorities. The result is that the stuff we are producing in our schools is ignorant of the ideology.

All that we have done by way of introducing the Islamic system of education in our institutions is that Islamiat has been made compulsory up to the secondary level and optional at higher stages. This has failed to solve the problem. What is needed now is to revolutionaize the whole system and change the entire syllabus. It is also important to replace English by Urdu as the medium of instruction. It is high time the authorities paid immediate attention to this problem for the betterment of the country.

26. USMAN, Mohammad. Hamara Girtahua Ta'aleemi Me'yaar (Our Deteriorating Standard of Education) --- Imroz (Lahore) July 25, 1978 (U).

The causes of educated unemployment in our country are many:

1) The number of students has increased every year, while the number of schools has remained unchanged.

2) The students have become indifferent to their studies because of certain unhealthy changes in the social system and domestic conditions.

3) The number of textbooks has risen inordinately and their quality has fallen.

4) The teachers have lost interest because of the social and political conditions prevailing in the country.

5) The nationalization of schools and colleges has made the educational machinery ineffective.

6) The dilapidated condition of the educational buildings and furniture has no attraction for the students.

7) Educational policy is prepared hastily at the secretariat level and is implemented without taking the senior teachers into confidence.

8) There is paucity of qualified teachers in the country.

ELEMENTARY AND SECONDARY EDUCATION

27. KHILJI. H.Z. Appalling Conditions in Private Schools --- Khyber Mail (Peshawar) --- May 7, 1978.

Much has been written about the miserably low standard of education and poor sanitary conditions of private schools in Peshawar city and cantonment area: i) These institutions are housed in dilapidated buildings. ii) Majority of the teachers are matriculates. Only a few of them being F.A. There are also some retired teachers. It is strange to see a matriculate teacher teaching science subjects to the students of 9th and 10th classes. There are also quite a few retired teacher, whose services have been dispensed with by the Government after superannuation. iii) Tuition fee has also become a problem. Students are asked to pay more than one hundred rupees if they wish to get their school leaving certificate. v) There is no checking of fee registers by Income Tax and Audit authorities. The Education Department should immediately probe into this state of affairs.

28. KHILJI. H.Z. Private Schools --- Khyber Mail (Peshawar) May 11, 1978.

Much has been written about the existing conditions of private schools of Peshawar and Cantonment areas. In this connection a few points deserve attention: i) There should be a limit to the fees, funds, and other charges in these schools. ii) Matriculate or F.A. teachers should not be posted to teach higher classes. iii) If qualified teachers are employed, they should be given proper pay-scales as provided under government rules and regulations. iv) Male teachers should not be allowed to teach female students. v) Science classes should be allowed only where proper arrangements exist for laboratory, staff, and other equipments for practicals. vi) "Probe body" should make enquiries from students to know the internal and factual conditions of these schools. vii) A permanent committee should be set up to eradicate all evils from these schools, and special

laws and regulations should be framed to make these schools "real cradles of knowledge". viii) Director and other high officials of the Education Department should pay surprise visits to the schools. ix) The opening of schools in private sector should not be allowed unless there exist proper arrangements like building, vigilant and intelligent staff, and sanitary requirements. x) The system of co-education should be abolished. xi) In some schools examination papers are not checked and students are only promoted on the basis of the amount they have paid to the schools. This practice should be stopped.

29. Major Programs and Physical Targets - Primary Education --- In: The Fifth Plan 1978-83, 10-15. Islamabad, Planning Commission, Government of Pakistan, 1978.

Statistics of facilities provided by the present school system have been given. Shortfall between the targets and achievements, and the problems of school system have been discussed.

Programs relating to primary education in the Fifth Plan have been discussed in detail under the headings: 1) the condition of school buildings; 2) location of schools; 3) requirement of equipment for primary schools; 4) supply of text-books to children; 5) girls education; 6) teachers; 7) teachers' residences; and 8) the financial requirements. There are two tables provided giving growth of primary education during Fifth Plan, and province-wise physical program of primary education.

30. Major Programs and Physical Targets - Secondary Education --- In: The Fifth Plan 1978-83, 15-18. Islamabad, Planning Commission, Government of Pakistan, 1978.

Proper development of secondary education is vital because, on the one hand it will continue to be terminal stage of education for majority of students and, on the other, it will remain a major determinant of the quality of higher and professional education. It is essential that secondary school curricular provides for a number of options to enable students to select courses suited to their aptitude, interest and requirements. Keeping this in view, the programs of secondary education have been developed. The programs proposed to be launched for bringing about improvement in the quality of instruction include better school buildings; construction of science laboratories and provision of science apparatus, supply of workshop machinery, library books and furniture and appointment of qualified teachers.

Two tables are provided showing enrolment targets by sex at secondary level and programs of secondary stage.

HIGHER EDUCATION

31. HUSAIN, Ishrat. Aala Ta'alimafta Baroozgaar (Well-educated Unemployeds) --- Imroz (Lahore) September 13, 1978 (U).

The universities in Pakistan, seem to have been established more for political considerations than for any constructive purpose. For example, there are two universities of Bahawalpur and Multan in a radius of sixty miles. They cater exclusively to the needs of art students.

The setting up of departments in, and admission of students to the universities should also be reconsidered. The present policy and practice do not serve the needs of the students and the country. Nobody has ever taken the trouble of making any worth while of survey of the unemployed graduates. The universities are however busy producing armies of graduates every year. The responsibility for this callousness rests on the shoulders of the Vice-Chancellor and the Professors.

Our curriculum is completely out of tune with our national needs. Frequent changes in the curriculum from primary to post-graduate levels have made a mess of our education. Comprehensive planning, therefore, is the need of the hour.

32. Major Programs and Physical Targets - Higher Education --- In: The Fifth Plan 1978-83, 29-38. Islamabad, Planning Commission, Government of Pakistan, 1978.

Growth of higher education in the country, during preceding three decades, at the third level has been described better as compared to many developing and even some developed countries. The rapid expansion of higher education without concomitant growth of elementary and secondary education has created a number of imbalances which need to be rectified.

The program of higher education has been discussed under the headings: 1) fifth plan objectives; 2) programs for the development of higher education; 3) degree level; 4) buildings for upgraded colleges; 5) upgradation of Intermediate colleges and opening of new degree colleges; 6) consolidation of existing colleges; 7) teacher residences; 8) student hostels; and 9) grant-in-aid to private colleges.

There are tables showing percentages of enrolment in different streams at intermediate, and post-graduate level, and distribution of proposed additional enrolment in colleges.

33. MALIK, M.A. Hussein. Education and Development --- Dawn (Karachi) August 11, 1978.

The college and university system, has, over the past hundred years, developed strong vested interests, especially among the teachers' community. It is unbelievable that while most of the universities in Pakistan are maintaining quite large departments to train graduates and post-graduates in disciplines for which there is hardly any demand in the market, they are doing nothing to establish and enlarge departments offering courses for which there is growing demand. This situation is highly dangerous for the young economy of Pakistan. The existing decision-making organs, such as the Academic Council, the Syndicate, and to some extent the Senate, generally, function to preserve the status quo. In this situation, the establishment of newer departments is invariably discouraged, no matter how pressing may be the demand for qualified manpower in the new disciplines.

The argument that the universities face a serious shortage of funds is hardly convincing. The fact is that in the process of planning for newer departments there is hardly any coordination between the exercise in development planning, on the one hand, and the educational transformation and expansion programs of universities on the other. It is clear that the present educational system is turning out to be highly asymetric and non-responsive to the changing employment pattern in the country.

34. MALIK, M.A. Hussein. Weaknesses in Education System --- Dawn (Karachi) August 12, 1978.

The democratization of university 'mode of working' in Pakistan has brought some advantages to university teachers and students. But, it has also adversely affected the proper and efficient management of universities. As a consequence of a highly politicized university atmosphere two negative results have appeared: i) The expected thrust for steady improvement in university education has slowed down. ii) Both intellectual and academic life, has come to a standstill.

Along with these weaknesses in the education system, another aspect which is causing considerable damage to the academic life of universities is the institution of chairmanship. The Acts of various universities invariably authorize the Syndicate to appoint a Chairman for a term of two years "from amongst the most senior teachers in the department by rotation". But in practice, even the most junior teachers have been appointed despite the fact that full professors were available in the same department.

With a view to improving the educational set-up another point

should be taken note of. At present a university teacher can rise up to grade 20. This happens when he becomes a full professor. As against this situation in the case of the professors' community, the prospects for promotion for civil servants are far brighter.

35. MINHAS, Waheed. Kalijon Mein Dakhlay Ka Mas'sla (The Problem of Admission in Colleges) --- Imroz (Lahore) September 9, 1978 (U).

It has been observed that admissions to colleges in Lahore have been made on the basis of marks obtained. The candidates were not interviewed. The general opinion is that good marks should not be the sole criterion for admission in to colleges, because examinations held under the supervision of Boards have never been fair. Majority of students use unfair means; copying in the examination halls is rampant, and solved papers are smuggled into the examination halls. Such methods only serve to dishearten the really intelligent and meritorious students. Interviews should, therefore, be made the basis for admission to colleges.

36. NAJMUDDIN, S.M. The Functioning of Universities --- Dawn (Karachi) July 11, 1978.

The Government is thinking of amending the Acts relating to universities. Universities should be autonomous. But the demands of the socio-economic orders should also be kept in view. The autonomy of universities rests on the fundamental consideration that without it, universities cannot effectively discharge their principal functions of teaching and research. Attention should also be paid to the following suggestions:

The Government should not deal directly with the universities. The practice of issuing directions or giving instructions to universities by Provincial or Central Government are particularly obnoxious and must be discontinued. If the Government has the right to supervise the universities, it should do so without interfering in their internal affairs. The Government should only ensure that its laws are not violated by the universities. A university is an autonomous body, and it should enjoy complete freedom in the matters of day-to-day administration. The Government should only see to it that grants from public funds are not wasted.

ISLAMIC EDUCATION

37. YAQOOB, Mohammad. Islami Nizam-e-Ta'aleem (Islamic System of Education) --- Nawai Waqt (Rawalpindi) July 29, 1978 (U).

At the moment there are two different systems of education in

force in the country, and niether of the two fulfills the basic needs of education. First of all, teaching in colleges, universities, and technical institutes is devoid of Islamic bias. This state of affairs positively militates against our ideal objective. As against this, our institutions of Islamic teachings have no provision for modern scientific education. The result is that our so-called scholars from religious institutions remain ignorant of the blessings of modern science. What is, therefore, needed is to formulate a system that accommodates both religion and science. This will help equip the students with the teachings of both religion and modern science.

The training centers for the teachers also need revolutionary changes. In order to achieve better results from the training centers, the setting up of an Academy is the first requisite. The basic aim of this academy would be to train the teachers in the application of new methods. Emphasis should be laid on reforming the character of the students. The selection of trainers should be made on the basis of their knowledge and stainless character.

LANGUAGES, TEACHING OF.

38. SAYEED, Zulfiqar. Hamaray Nizam-e-Ta'aleem Mein Angrezi Ka Mas'ala (The Problem of English in our System of Education) --- Imroz (Lahore) September, 13, 1978 (U).

Every year a large number of students fail in their Intermediate and Matriculation examinations. English is the subject in which majority of students fail. The reason that is given is that English is not only a difficult but also a tempramentally alien for them. Hence the demand for making English an optional subject.

The crux of the matter is that when a student is promoted from primary to secondary, English comes to him as a completely strange subject. Moreover, the teachers do not teach them basic grammar. The Government should, therefore, make English a compulsory subject right from the primary level. English grammar should be made compulsory in higher classes.

LIBRARIES

39. GAREWAL, Sher Mohammad. Our Libraries in a Bad Shape --- Pakistan Times (Rawalpindi) September 29, 1978.

Urgent reforms are needed to improve libraries in our country.

Competent library personnel should be encouraged. There must be coordination in the routine work of the libraries. "Union lists" and "Union catalogues" must be prepared and circulated among readers throughout the country. Funds must be properly utilized. Sectarian and unnecessary books and material should not be lavishly purchased. In certain cases material purchased by different libraries should not overlap.

The central library should be given importance in every case where there has been a bifurcation into Departmental and seminar libraries. Departmental and seminar libraries should be made to stand on their own and not at the cost of the central library, as otherwise majority of undergraduate students will continue to suffer. The personnel of each such library must be a trained and efficient hand. The semester system in particular, demands improvement in the library system and service.

LITERACY

40. HUSAIN, Abdullah Khadim. The Concept of Functional Education --- The Varsities (Karachi) Vol. III (4): 24-27. July-August, 1978.

The author has pointed out educational problems in Pakistan as well as in other developing countries particularly Asian countries. The problem being faced by these nations are similar in nature.

In the present socio-economic situation, in most countries of the Third World, the concept of a functional education is emerging, a functional education which focusses attention on rural transformation, health and nutrition and employable skills. This trend of thinking is also reflected in our plans, strategies, efforts and aspirations in Pakistan.

The concept of functional education is discussed in some detail under the headings: 1) egalitarian society; 2) alternative strategies; 3) productivity; 4) key concepts; 5) school curricula; 6) intermediate curricula; and 7) institutions of higher learning.

TEACHER EDUCATION

41. GORGANI, Tanwir Jehan. The Art of Teaching --- The Varsities (Karachi) Vol. III(4): 32-34. July-August, 1978.

Role of teachers and methods of good teaching have been outlined by the author.

Good teaching is an intensely personal thing. A good teacher is like an artist who is skillfull in producing desirable results. The teachers should have a stock of methods which should be appropriate for the students and must fit the situation and purposes of the teacher. In teaching there is no one method which always leads to success. Some of the teachniques of teaching are described and discussed, which include lecture method, discussion method, tutorial method, laboratory teaching and clinical situations, team teaching and independent study. Some mention is also made of the evaluation system.

42. Major Programs and Physical Targets - Teacher Education --- In: The Fifth Plan 1978-83, 18-23. Islamabad, Planning Commission, Government of Pakistan, 1978.

Among the internal factors which affect educational performance, the teacher is by far the most important. But due attention has not been given to ensuring the quality of teachers.

Serious problems exist in teacher training programs with respect to the content of training courses and techniques of training which have remained uninfluenced by the advances which have been made in the field of teacher education.

Some important measures have been adopted to introduce qualitative changes in the training program, such as: the in-service and pre-service training of secondary school teachers.

Research is basic for the qualitative improvement of education and growth of the teaching profession. Educational research is equally important for sound educational planning. It is on the basis of the evidence gained from the research findings that future policies and programs are formulated.

43. MUIZZUDDIN, Sh. Improvement in College Teaching --- The Varsities (Karachi) Vol. III(4): 35-37. July-August, 1978.

In this article the author has mentioned different methods the teachers apply in imparting knowledge to their students.

Discussion is made under the headings: 1) educational processes; 2) theories of learning; 3) factors in learning; 4) successful teaching; 5) lesson planning; 6) patterns of learning; and 7) principles of teaching.

In conclusion it is pointed out that if the college teacher understands the learner, the learning situation and the learning processes, his planning for teaching will be effective. It is also mentioned that proper evaluation is a

necessary part of good teaching and learning.

TEACHERS

44. ALI, Navazish. Private Tuition (Private Tuition) --- Imroz (Lahore) September 20, 1978 (U).

Most of the teachers have started tuition centres in classrooms of the schools. Here, every teacher gives only an hour's tuition to about twelve students at a time. Obviously, one teacher cannot teach all the subjects in one hour to so many students. Of course, these students receive good marks in the examinations for obvious reasons. Again, the students who do not join the tuition centres get poor marks. Only exceptionally hard working and intelligent students get through the examinations without external help.

Parents of the students who attend tuition centres should pay utmost attention to their wards. They must check every day what progress their wards have made. The students, on their part, should give up the habbit of depending too much on their teachers. They should assiduously study their textbooks and stop attending tuition centres.

45. AMAN ULLAH. Educational Standards --- Pakistan Times (Rawalpindi) August 1, 1978.

Under the rules, a first class master's degree is required for the promotion of a lecturer as an assistant professor. But there are things other than high degrees and divisions by which a teacher's intellectual level can be judged. A person's performance and reputation as a teacher are indisputably of great help in assessing his merit.

That a teacher is a second class M.A. does not necessarily mean that he is a man of inferior merit as compared to first class M.A.'s. Often the opposite is true. Examiners can testify from experience that quite a number of examinees reproduce what is contained in their textbooks. This means that these examinees do not comprehend what they write. This may or may not be right. So, the examiner rightly sits aside this assumption while giving marks to the examinees.

46. AWAN, Zahoor Ahmad. Neglected Teachers --- Pakistan Times (Rawalpindi) August 9, 1978.

In every profession chances of promotion are available to its members, but, sadly enough, there are almost no chances for the lecturers' working in government colleges, Cases are not few

where lecturers in the college cadre, with 20 years of service, are still working as lecturers. In the universities, a lecturer, after six years of service, is invariably promoted to the post of assistant professor. Even in nationalized colleges, lecturers with 8 and 13 years of service were promoted as assistant professors and professors respectively. But for Government colleges there is not set system or time-limit for promotion to the next grade. This is the main reason why the best and most creative brains are not attracted to this profession.

Talented and efficient teachers are always on the look out for a suitable opportunity to quit this profession, sometimes even accepting lower grades in other departments. In this materialistic age, denail of material advancement to a certain class of people can result only in frustration and apathy.

47. HAQ, Abdul. Meyaar-e-Ta'aleem Aur Ustaad (The Standard of Education and the Teacher) --- Imroz (Lahore) September 15, 1978 (U).

There is no denying the fact that the role of teachers in moulding the character of, and creating interest in the students is of vital importance. But few teachers seem to realize this truth. Majority of them are fond of party politics and un-mindful of their duties to their profession. Their duties are to teach the students, to make them able to stand on their own in the society, and to build their character.

Examination results clearly show that the students alone are not to blame for their failure in examinations. The standard of education can rise only if both the teachers and the students work hand in hand. It is unfortunate that no real relationship exists at present between the teachers and the students. Naturally, the teachers are to blame for this state of affairs. Our teachers should be taught this basic fact during their in-service training.

48. HASHMI, Khalid Mahmood. Jabri Tuition-Ek Lanat (Forced Tuition - a Curse) --- Imroz (Lahore) September 27, 1978 (U).

Forced tuition is the worst practice. After the nationalization of schools, quite a few teachers have converted their profession into trade. They ask almost all parents to send their wards for private tuition. This is certainly an added financial burden on poor parents. These teachers warn the students in almost so many words that if they want to get through the examinations they must engage them as private tutors. Thus, majority of parents, who are poor, have to pay tuition fee out of their meagre earnings. The students who do not so engage the teachers

receive no help and attention from their teachers. The teachers themselves are thus lowering their own prestige in the eyes of the students. The standard of teaching has naturally fallen.

Added to the curse of private tuition is the open sale of guides and solved papers. The teachers directly and indirectly force the students to buy a new book of grammar after every one or two months. In some institutions, headmasters have also joined in this trade as partners. The authorities in the Education Department should take note of these loathsome practices.

49. HUSSAIN, Ahmad. Asateza Ki Tarbiat (Teachers' Training) --- Imroz (Lahore) June 20, 1978 (U).

The Federal Ministry of Education has planned to train teachers extensively. There is no denying the fact that trained teachers are necessary for the dissemination of education in the country. But, as matters at present stand, even after 31 years of independence the percentage of literacy in the country is only 18. In 1977 out of ten and a half million children only five million children of the age group of five to nine years were going to school. Out of these, the number of girl students was only one and a half million. In other words, sixty per cent children were left to go without education. The reason was the same old excuse of lack of funds. During the third plan period, 25 thousand primary schools were to be opened in West Pakistan, but only four thousand schools were actually opened.

The decision to train a large number of teachers will, it is hoped, help expand education in the country.

TEACHING METHODS AND MEDIA

50. ABDULLAH, Syed. Qaumi Zaban (National Language) --- Mashriq (Lahore) July 5, 1978 (U).

It is said that the medium of instruction cannot be changed unless all the scientific treasures are transferred into Urdu. We need only sixty science books in Urdu - five for F.Sc., five or six for M.Sc., and forty books for the higher stages of M.Sc. At the moment, students read only a few text-books in English and a few in Urdu. Only teachers need a greater number of books.

Scientific literature in English is required for teachers and researchers and not for students. Majority of our teachers have completed their studies through the medium of English, and they will continue to benefit from it. They can, however, teach the

students in Urdu. We should look at our neighboring countries like Burma, Iraq, China, Japan, and other countries which have solved this problem. The medium of instruction is their own mother tongue. It is astonishing that in offices too we are clinging dearly to English. We should write soon our notes in Urdu. Let the controversy of English versus Urdu end forthwith. The Government should take the final decision and implement it.

51. NAVIWALA, A.S. Medium of Instruction --- Morning News (Karachi) August 3, 1978.

It is really shameful that we are still under the magic spell of our former colonial rulers and forcibly impose on our innocent children an alien language which is neither their mother tongue nor even properly spoken and understood by their parents or even properly taught by their teachers. This craze for teaching the children the so-called English language reveals a lack of national consciousness and respect for one's own language.

There is no harm in learning English or any other foreign language, as a second language. It should be left to the choice of the students to learn it as a second language and that too at a later stage, and not at all at the K.G. or primary levels. Our obsession for English will not take us anywhere. The road to prosperity lies in the love of our homeland, our own culture, our own language, and our own way of life guided by our religion.

52. RIZVI, Azhar. Teaching Aids to Teaching at Higher Education Levels --- The Varsities (Karachi) Vol. III(4): 21-23. July-August, 1978.

The author has given importance to three terms; higher education; teaching; and technical aids. The following questions have been raised and answered by the author: 1) what does higher education mean? 2) How can we conceptualize teaching? 3) What is the status of teaching in our universities? 4) What is the nature and significance of technical aids to teaching in higher education?

Importance of teaching aids such as television, teaching machines and instructional kits has been described in detail. Programme Instruction and computer-assisted Instruction has also been discussed.

53. RIZVI, Nasir. English Medium School (English Medium School) --- Imroz (Lahore) May 17, 1978 (U).

The announcement by the provincial government that no private schools will be recognised where Urdu is not the medium of

instruction will be hailed by one and all in the country. The new Education policy lays down that no Board of Intermediate and Secondary Education will be allowed to retain English as the medium of expression in the examination from 1980. Now, immediate steps should be taken to introduce Urdu as the medium of instruction in English institutions. What is also needed is to increase the number of Urdu medium schools throughout the country.

54. SAJID, Anisa. Status of Urdu --- Pakistan Times (Rawalpindi) September 20, 1978.

There can be no gainsaying the fact that Urdu is the lingua franca of Pakistan and a symbol of national solidarity. It is, therefore, distressing to see that little has been done to revitalize Urdu as a national language. Our intellectuals take up the issue mostly on piece meal basis. Urdu as medium of instruction, Urdu as medium of official business, Urdu as medium of correspondence. They do not seem to be conscious of the implications of their pious platitudes. Unfortunately, what they propose to do to edify Urdu tends only to entrench English more firmly.

There has been a tremendous decline in our students' average proficiency in English. The situation could have been tolerable had there been a proportionate gain on the side of Urdu. Today, Urdu is the medium of instruction at almost all levels of education in our country. But the quality of scholastic attainments today does not match with that of yesterday when English was the sole medium of instruction at graduate and post-graduate levels. It is, therefore, suggested that the protagonists of Urdu should not counterpoise it with English. Let Urdu exist and flourish in its own right. English, likewise, has its own claims which, if not imperative, cannot be overlooked.

55. SIDDIQI, Mohammad Shamshuddin. Status of Urdu --- Pakistan Times (Rawalpindi) September 3, 1978.

We have retained the language of our erstwhile masters as our official, educational and commerical medium of exchange in preference to our national language, although everyone knows that our former masters' language, English, is unintelligible to 90 per cent of our people. It is sad to see that we have the dubious distinction of being the only country in the world having a foreign tongue as its official language. Even after 31 years of independence we have not introduced Urdu as the medium of instruction in our educational institutions.

English is still regarded as superior to Urdu, and we take pride in going to English medium schools. We admit our wards in a

school where the medium of instruction is English. Unless the Government takes practical steps to enforce Urdu as the medium of instruction in schools, our national pride will remain as low as ever. What is required now is to take a final decision in this matter as quickly as possible.

56. SIDDIQI, Mushtaq-ur-Rahman. Technology, Education and the Future in the World Perspective --- The Varsities (Karachi) Vol. III(4): 11-13: July-August, 1978.

Importance of technological advancement, definitions of technology, conflicts between technology and education have been pointed out. In general way technology has been said to be employed in all educational systems and is not to be confused with mechanical devices.

The author has discussed the topic under the headings: 1) impact of technology on education; 2) what does educational technology mean; 3) promise for the Third World; 4) educational technology in developed countries; 5) computer's use in education; 6) communication for educational purposes; 7) future predictions; and 8) the year 2001.

57. WASTI, S.M.K. Status of Urdu --- Pakistan Times (Rawalpindi) August 23, 1978.

Millions of students up to the Matriculation stage are spending enormous time and energy on learning a foreign language, which they will never use in their daily life. It would be far better if they spend this time on acquiring some other useful technical skill. This is not to disparage English, On the contrary, the learning of an international language like English is essential for Pakistan. But the way we are going about it is extremely wasteful. English should stay here permanently because it is essential for us. a) we should restrict the learning of English to an efficient functional level; b) we should restrict its teaching only to those who need to learn it for commerical and scientific purposes; c) and we should separate it from the basic system of education from nursery to B.A. level. To achieve these three objects a number of steps are suggested.

58. ZAMAN, Salma. The Poison of Medium of Instruction --- Morning News (Karachi) July 26, 1978.

English-medium schools are the legacy of the British rule. All applications are called in English; all interviews are taken in

English, all business letters are written in English. All official and unofficial work is conducted in English. Knowledge of English gives a person an edge over others. High education is regarded as synonymous with proficiency in the English language..

Controversy over the medium of instruction is usually confused with teaching English as a second language. Undoubtedly, we need to learn at least one international language. But, however much developed that language may be, it must not be thrusted upon the children as the medium of instruction. In the institutions of higher education, where there is scarcity of books on technical subjects in national and local languages, English can and should be used to keep the windows of information open. But its use as medium of instruction in schools is highly uncalled for.

TECHNICAL EDUCATION

59. Major Programs and Physical Targets - Technical Education --- In: The Fifth Plan, 1978-83, 23-29. Islamabad, Planning Commission, Government of Pakistan, 1978.

The most serious problem in the field of technical education is stated to be the inbalance that emerges from time to time between demand and supply resulting at times in shortages of certain skills and at other times in unemployment of trained manpower. The imbalance can be attributed to many factors which are briefly described.

During the past years, efforts have been made to bring about required changes in the educational programs of secondary schools, polytechnics and engineering colleges. The details are discussed under the headings: 1) training of engineers; 2) training at middle level; 3) vocational institutes; and 4) commercial institutes.

TEXTBOOKS

60. ABDULLAH, Ahmad. Nisab Ki Tarteeb-e-Nau (Revision of the Syllabus) --- Imroz (Lahore) August 22, 1978 (U).

It is heartening to see that a committee has been appointed to prepare textbooks in keeping with the Pakistan ideology and to make arrangements for their printing and publishing. Our text-books do not reflect our long and hard struggle for Pakistan. The result is that our new generation knows little about the background of the foundation of this country. We should,

with

therefore, see to it that our textbooks are prepared this object in view. Separate books should be prepared on separate aspects of our struggle for Pakistan. Elementary books should be taught in primary schools, and the subject should be made compulsory for all students irrespective of their optional subjects, such as, humanity, science, etc. The books should be written in simple language and correctly printed in attractive format.

WOMEN'S EDUCATION

61. ALI, Attiya Nawazish. The Need for a Women's University --- Morning News (Karachi) September 1, 1978.

The social set-up of Pakistan is based on the principle of segregation and it is on this principle that our educational institutions function. There are separate schools and colleges for girls and for boys. But there is no separate university. If a woman is keen on higher education, she can join the university and pursue her career there. However much of our girls like to do so they cannot, because of the fact that our society is conservative by nature, and women find it difficult to mix with men in a co-educated institution. Had there been a separate university for girls, they would have had no problem.

Secondly, ours is a male-oriented society, where males enjoy a lot of privileges and preferences. This fact has a considerable effect on the thoughts and complexes of women. If women are desired to avoid all these barriers of society, they should have a separate university of their own.

62. ILAHI, Samina. Khawateen University (University for Women) --- Nawai Waqt (Rawalpindi) July 11, 1978 (U).

Those who are not in favor of establishing a Women's University argue that this will reduce the sense of competition among the students. This will never happen. If this argument is true, in the present order of things the position holders in the examinations would have been the students coming from the institutions that provide co-education. It has been observed that the students belonging to women's colleges obtain good positions.

If the limited resources of the country do not permit the building of a separate university, one college in each province can be converted into the university for starting M.A. and M.Sc. classes. In the beginning, Economics, Psychology, Home Economics, History, Political Science, etc. can be introduced. Other subjects can be added later at convenience. There is no dearth of

talented lady teachers in the country. It is generally felt that the establishment of a women's university in Pakistan is overdue. The Government should take immediate steps to fulfil this felt need.

63. Major Programs and Physical Targets - Female Education --- In: The Fifth Plan 1978-83, 39. Islamabad, Planning Commission, Government of Pakistan, 1978.

The Fifth Plan lays emphasis on girls' education and proposes to bring down the level of existing disparity in available facilities for boys and girls by providing an accelerated expansion of girls' education compared to boys. A table has been provided giving enrolment facilities for boys and girls.

At secondary and college levels, special emphasis will be placed on the teaching of science, home-economics and business education and at intermediate level effort will be made to channelize a larger portion in the education stream to ensure training of sufficient number of elementary schools teachers needed to meet the requirement of additional teachers during 1978-83.

It is also planned that formal education will be supported by non-formal education programs, which are designed to be delivered through radio broadcasts.

GENERAL

64. AHMAD, S. Khalil. College Community Relations --- The Varsities (Karachi) Vol. III(4): 8-10. July-August, 1978.

The church in the middle ages catered to the spirtual as well as to the physical need of the common man. Similarly the mosque played an important role in the Muslim communities. The additional function of the mosque was confined to education, particularly primary or elementary education. Since the mosque was the only place of learning in a particular locality, it enjoyed the whole hearted support of the community. In the modern days the school replaced the mosque as a place of learning, but failed to acquire the support of community which the mosque had and still has as a religious institution.

In the presence of mass apathy and indifference and in the absence of any involvement and participation on the part of the common people, how can we expect the establishment of an effective and mutually beneficial relation between the college and community. A close contact and intimate relation between the college and community is essential for the mental and spiritual health of all. Measures are suggested how to achieve the close contacts between the community and the college.

65. ASLAM, Mohammad. Which Way Our Education --- Khyber Mail (Peshawar) April 16, 1978.

With the establishment of Pakistan, there has been a mushroom growth of educational institutions. The result was that the required number of teachers and lecturers having the necessary intellectual, moral, and academic qualifications was never available to staff the colleges and schools. Then there are teachers who run one or another side business to which they devote most of their time and attention. Students are rarely given any home work at all. The result is that the students' academic responsibility is limited only to attending the class. Having nothing else to do, they naturally waste their time.

The Principals, who were promoted by seniority in most cases, have proved miserably poor administrators. What need now is to look for people with proved administrative capacity for the job.

There should be to encourage parents-teachers-students meeting, at least one gathering every month.

66. CHODHRY, Mohammad Sharif. Talaba Ki Imtehanaat Mein Nakami (Students' Failure in Examinations) --- Jang (Rawalpindi) July 4, 1978 (U).

There are different reasons for the failure of students in examinations. The foremost is that majority of our students do not look beyond their textbooks. They just try to memorize the lessons or turn for help to the guide books. This just does not help to equip them with modern knowledge. Moreover, English, as medium of instruction, is the greatest stumbling block in their success. They fail because they cannot express themselves freely and correctly. If they are allowed to answer in their mother tongue, they will do better in examinations. Another reason for their mass failure is that their/ rest on their oars /parents after the admission of their wards to schools. Our teachers, too, share the blame. They do not pay necessary attention to the students. They either do not attend the class or pass their time in the teachers room. Worse still, they encourage the students to take help from the guide books or adopt unfair means in the examination halls.

67. GILL, W.B. Educational Problems --- Pakistan Times (Rawalpindi) September 3, 1978.

The implementation of the recommendation of the Study Group on the standards of education that admission to colleges and universities should be made on merit alone, will be a step in

the right direction. But students having secured "A" grades in the previous examination are not always provided with "A" grade teachers. The decline in our educational standards attributable to both teachers and students. Only a keen and well-equipped teacher can help his pupils to determine for himself the right field of study. The teacher should also know the personal inclinations that vary from student to student.

The usefulness and success of a system always depends on the ability, sincerity, and dedication of those who are to put it into practice. The recent results of the various boards of intermediate and secondary education point to the frustrating state of affairs prevailing in our educational institutions.

Most of our colleges are overstaffed, and the number of teachers is out of all proportion to the quantity and quality of the work done by them. Poor results can also be partly attributed to an almost total lack of accountability.

68. HANIFF, Ghulam M. The Challenge of Teaching with a Global Perspective --- Morning News (Karachi) July 7, 1978.

To facilitate development of attitude consonant with living in an interdependent world, a variety of strategies are being employed. Social studies curriculum development has emphasiszed several substantive areas in an attempt to fulfil the function: a) Global studies: How we see others? What prevents us from acquiring accurate perceptions of each other? How our mutual images affect our relations? These are some of the questions posed by a series of curricular activities included in the fabric of global studies.

Social studies education is currently experiencing an infusion of this perspective under a variety of titles: War/peace studies, global education, global dimensions, world-mindedness, internationalism, world order.

b) Religion studies: The introduction of the study of religion in public schools is a somewhat novel endeavour.

c) Future studies: There are a vast number of social studies programs concerned with the survival of human kind and the prospects for the future of this globe. In recent years there has been a plethora of books and articles, and some study kits, relating to the study of the future. A number of projects, mostly at the local level, are involved in the design and development of curriculum materials for the study of the future.

69. HUSAIN, Anwar. Educational Problems --- Pakistan Times (Rawalpindi) August 21, 1978.

The two questions which our educationists and administrators should answer are: first, should the private sector be invited to contribute its share to the national educational effort, and second, to what extent the English language necessary for us. Experience shows that by denying the private sector its share in education we have not only permitted the standard of education to slump, but also landed the Government in a formidable financial responsibility. Even in highly developed countries the private sector is invited to take part in providing education to the nation. The Government should give serious thought to this question.

The use of English as a medium of instruction has become a vexed question in our country. Here, we should not ignore the fact that English has become a language of necessity for our international contacts. It is, therefore, important that good and practical use of English language should be encouraged, so that our people are able to express themselves in a satisfactory manner.

70. KHALID, Mohammad Ibrahim. Waldain, Asateza Aur Ma'ashray Ki Ijtemai Zimmedari (Collective Responsibility of Parents, Teachers and the Society) --- Imroz (Lahore) May 6, 1978 (U).

There is no denying the fact that teachers, parents and society play a collective role in bringing about a revolutionary change in the minds of our students. The main responsibility lies on our teachers. They can, if they like, change the attitudes and the behavior pattern of their students.

The difficulty, at the moment is that majority of teachers take up only as a makes shift occupation. They give it up at the first opportunity. Obviously they take little interest in teaching and all it implies. The result is that the standard of education is fast deteriorating, and the percentage of failures is increasing. The students too have lost interest in education because of the defective system of teaching and uninteresting syllabus. Both the students and the teachers equally share the blame.

71. NAJMI, Najmul Huda. Ta'aleemi Policy Ki Tashkeel (Shaping of Educational Policy) --- Jang (Karachi) September 4, 1978 (U).

Examinations in instalments, in our country are the root cause of the deterioration in the standard of education. Our Matric consists of ten classes. The students who are not serious enough about their studies do not bother to pass examination at the first instance. They argue that when opportunity has been provided to

them to sit for examinations as many times as they like, they need not hurry in the matter. This negative attitude of the students has greatly affected the pass percentage.

If passing in all subjects in the examination is made compulsory, the standard of education would rise, and the student-teacher relationship would improve. Neither the students, nor the teachers, and not even the management are responsible for the deteriorating in the standard of education. This responsibility lies squarely on the Government.

The present system of education is not at all rational. It needs drastic changes.

72. Other Programs --- In: The Fifth Plan 1978-83, 40-50. Islamabad, Planning Commission, Government of Pakistan, 1978.

Under the subject of education different programs have been described, which will be taken care of during the Fifth Plan. The programs are: 1) scholarships and loans; 2) non-formal education; 3) programs of Allama Iqbal Open University; 4) adult education; 5) continuing education; 6) procurement, production and supply of books; 7) curricular development; 8) examination reforms; 9) education and career guidance; 10) library services; 11) development of museums; 12) education of handicapped; 13) miscellaneous programs; 14) educational programs for Federally Administered Tribal Areas, Northern Areas and Azad Kashmir; 15) social and cultural activities; 16) physical education, games and sports; 17) archives; 18) archaeology and museums; and development research.

73. QADRI, Shabbir Ahmad. Meyaar-e-Ta'aleem Ki Kami Ka Mas'ala (The Problem of Downfall of the Standard of Education) --- Nawai Waqt (Rawalpindi) September 25, 1978 (U).

The causes of the deterioration in the standard of education are as follows: 1) There are no contacts between the teachers and the parents. It is unfortunate that parents habitually hold the teachers responsible for their wards' misdeeds. They seldome visit the educational institutions to find out the progress of their wards. 2) The syllabi are imbalanced and out of time with our national aspirations. 3) We are still hugging English as the medium of instruction. Unless it is replaced by our national language, the percentage of unsuccessful students will go on rising. 4) While selecting textbooks, our students generally commit mistakes. They select the subjects that go against their temperament and aptitude. 5) Overcrowding in classes has resulted in the deterioration of teaching. A teacher cannot pay

attention to so many students at a time. 6) There is no relationship between the teacher and the student. 7) Teachers have made a profession of private tuition, because they are poorly paid.

74. RIZVI, Nasir. Ta'aleemi Inhetat Kiyun? (Why Educational Deterioration?) --- Imroz (Lahore) May 3, 1978 (U).

The following questions are agitating the mind of every citizen of Pakistan. 1) Why the standard of education is deteriorating day by day? 2) Why the percentage of failures is rising every year? 3) Why traditional relationship between the teachers and the taught is weakening? 4) Why the young students have taken a fancy to destruction rather than construction? The basic cause of the deterioration in our educational standard seems to be the development of a negative attitude toward education in our student population. This negative attitude has been created by our politicians who use the student community for their own selfish ends. Like the politicians, the teachers too are very much in the scene. Again, the role of parents cannot be overlooked. There is no denying the fact that they pay no attention to their wards.

75. SAEED, Ahmad. Falling Educational Level --- Pakistan Times (Rawalpindi) September 22, 1978.

The following are some of the major causes of educational malaise: 1) Indiscriminate admission: There are two ways of stopping this evil. First, admission should be strictly on merit. Secondly, aptitude tests should be held for students interested in higher studies.

2) Languages and subjects: Very few colleges provide specialized education through special courses. Students have, therefore, to make combinations and permutations from among English, Urdu, Persian, Arabic, Economics, Islamic History, Political Science, and Civics, for which teaching facilities exist.

3) Teaching and Coaching: Education has come to be regarded as synonymous with getting a degree. Hence the students' emphasis on short-cuts and golden keys to success.

4) House Tests: Most educational institutions hold only biannual instead of quarterly house tests. This practice serves only to lower educational standards. If house tests are held regularly, both the students and the teachers remain on their toes, each knowing his deficiencies.

5) Discipline and Education: Primarily because of political interference and pursuit of extra-academic activities the

student community has mostly come to revolt even against healthy disciplinary rules of educational institutions. The introduction of semester system in post-graduate or university classes promises to improve the state of affairs.

EXAMINATIONS (Special Section)

76. ABDULLAH, K.M. Imtehanaat Aur Talaba (Examinations and Students) --- Imroz (Lahore) August 18, 1978 (U).

The growing number of failures in the examinations has made the situtation very serious. This is so despite the fact that students have been given numerous facilities like liberal standard of marking, grace marks, get-through guides, model test papers, use of unfair means in examination halls, etc.

A number of steps have so far been taken to lower the percentage of failures and raise the standard of education, but no tangible results have so far been achieved. Many educational conferences, symposia and seminars have been held. Quite a few educational reforms were introduced but to no avail.

The following suggestions may help in improving the situation:
1) Technical and vocational institutions should be opened /out through/the country, and second and third divisioners should be admitted to these institutions. Only first divisioners should be admitted to the institutions of general education. No extra budget is needed for the expansion of technical and vocational institutions.

2) The parents of the students who fail should be fined. But prior to this, the curse of practice of private tuition should be stopped.

3) Employment in all categories, except grade four, should be allowed only after comprehensive written tests.

4) Teachers should be reprimanded if any of their students fails in the examination.

77. AKHTAR, Alia. Kalijon Mein Semester Sistam (Semester System in Colleges) --- Akhbar-e-Khawateen (Karachi) August 19-25, 1978 (U).

Demands for the introduction of semester system in colleges have become persistent. It is high time this question was taken up in right earnest. There is no denying the fact that semester system is working successfully in the universities. This system

should also be introduced in colleges. It would arrest further deterioration in this standard of college education.

At present, only annual examinations are held in colleges. Majority of students waste a good part of the academic year in idleness. They start their studies only a few days before the examination. They resort to guess papers and unfair means. This schedule of work has done much damage to our education. The percentage of unsuccessful students is far higher in our country than in any other part of the world. If semester system is introduced in colleges the students will have to apply themselves to their studies throughout the year.

78. ALI, Syed Sabir, Pakistan Ki Jamea'at Mein Semester Nizam Ka Ijra (The Introduction of Semester System in the Universities of Pakistan) --- Jang (Karachi) September 26, 1978 (U).

Semester system cannot succeed without inter-departmental cooperation. In the universities of Pakistan, every department works independently.

It is the duty of our teachers to create a sense of cooperation among themselves.

Conception of grade and division is not clear in the minds of our teachers. Although the semester system is in full swing at present, our teachers do not seem to have even the vaguest idea of grade.

One pre-requisite of the semester system is the timely availability of finances. Unfortunately, no planning exists in the matter of resources and problems. The optimum ratio between the students and the teachers, which is one of the important factors in this system, simply does not exist.

79. BOKHARI, G.A. Characteristics of a Measuring Instrument --- The Varsities (Karachi) Vol. III(4): 14-16. July-August, 1978.

In order to construct good test items or questions, the teacher must pay special attention to certain important qualities.

There are four important characteristics: Validity; Reliability; Adequacy; and Objectivity, which should be considered by teachers in constructing good test items or questions. Also several steps have been suggested . so that the teacher may maintain the curricular validity.

It is concluded that a good measuring instrument should have

validity, reliability, adequacy and objectivity in it and these characteristics could best be taken care of in an objective type test.

80. BUKSH, Khuda. Intermediate Kay Nataij (The Results of Intermediate) --- Imroz (Lahore) August 22, 1978 (U).

Out of 28,681 candidates who appeared in the annual examinations held by the Board of Intermediate and Secondary Education, Lahore in 1978, only 6,937 candidates have been declared successful. In other words, the pass percentage is only 24.2, which is dismally low. This is all the more regrettable because no disturbing incidents occurred this year in the country. An impartial enquiry should, therefore, be held to find and punish those who were responsible for this state of affairs.

There is a paucity of teachers in most of the colleges. Laboratories, too, are ill-equipped.

81. HASHMI, Khalid Mahmood. Moujuda Nizam-e-Imtehanaat (The Present System of Examinations) --- Imroz (Lahore) August 30, 1978 (U).

Unnecessary delay in announcing the results is one of the greatest defects of the present system of examinations. For example, every year, the results of B.A., B. Com., and M.A. are announced very late. Thus, the students have to waste their valuable time.

If monthly examinations are held from the secondary to the university levels, the results of examinations cannot be delayed. Parents would also be aware of the results of their wards. Special attention can also be given to weak students after the publication of the first results.

What is also needed is to promote technical institutions instead of academic centers of learning. Technical education should be made compulsory in all educational institutions. Female students should be persuaded to go in for the professions of their choice.

82. HASHMI, Khalid Mahmood. University Mein Semister Sistam (Semester System in University) --- Imroz (Lahore) August 30, 1978 (U).

It is unfortunate that university teachers in our country depend only on the prescribed syllabus. They do not bother to apprise themselves of modern researches and their results. Thus, the same syllabus is repeated year after year. This is so because the system has been hurriedly introduced in our country. Had it been introduced intelligently and thought fully, the results would have

been very encouraging. Majority of teachers working at present in the university have no practical experience of the semester system. It is unfortunate that our teachers do not study. Unless both teachers and the students work hard, the system can serve no useful purpose. Our students have genuine cause to complain that our libraries do not contain suitable reference books. The teachers too have to depend upon old books and obsolute knowledge. Teacher's involvement in politics has also lowered the standard of teaching.

83. HUSAIN, Shahid. Imtehani Zavabit (Examination Regulations) --- Mashriq (Lahore) September 22, 1978 (U).

There are instances where science students have scored excellent marks but fared badly in subjects other than science like English and Urdu. So, these students are refused admission to medical colleges. They are allowed to appear again in the examination, but they have to sit for all subjects, including those in which they have passed. If any student has failed in any subject other than science, he should be required to sit only for the subjects in which he has failed. If this cannot be done, he should be admitted to medical college if the total number of marks he has obtained in science subjects is respectable enough. In short, the Board has to look into this matter, which involves the fortunes of so many young men and women.

84. KHAN, M. Akhtar. Medical Kallijon Mein Semester Sistam Ka Nefaz (Introduction of Semester System in Medical Colleges) --- Imroz (Lahore) June 7, 1978 (U).

Semester system cannot work without necessary resources. But, by mixing the old and the new system we can evolve a new system and call it the "half semester system". Pakistan Medical and Dental Council has already recommended this system. If the "half semester system" is introduced, we can hope to find the same educational atmosphere in the educational institutions and the same degree of discipline among students as we find in the semester system. Under the third system, in addition to internal examiners a few external examiners will also have an opportunity to examine the students. Let this "half semester system" be introduced in medical colleges at least by way of experiment.

85. MALIK, Afzal Lateef. Talaba Imtehaan Mein Fail Kiun Hotay Hain? (Why Students Fail in Examination?) --- Jang (Rawalpindi) July 4, 1978 (U).

Various reasons are given for the failure of students in examinations by various sections of the people. But one reason has not been pointed out by anyone so far. That reason is the choice of subjects for college education. It has been observed that the students have to bow down to the wishes of their parents in this matter. The case of the students goes unheard in the matter.

Such parents are disillusioned when their wards fail in the examinations. All parents, of course, wish their wards a successful life. But what they fail to consider is the temperament and the aptitude of their wards towards certain subjects. So, the students who are not allowed to choose the subject according to their interest and aptitude eventually fail in their career.

86. NAGI, Wasif. Kiya Semester Sistam Nakaam Raha Hai? (Has the Semester System Failed?) Imroz (Lahore) April 19, 1978 (U).

According to some, semester system in the Government College, Lahore has failed. This is not true. It has, of course, been of little help to those who do not attend their classes regularly.

Quite a few teachers have also joined the hue and cry raised agsinst this system. They have good reason for this, the demand for their "Get Through Guides" has sharply fallen. The students with a passion for rowdyism, do not want this system to take root in this country.

The system, however, is successfully working throughout the country. The percentage of failures in this system has considerably fallen, and the standard of teaching and learning has greatly improved. The students are busy most of the time preparing their assignments. The chances of memorizing and copying in examination halls is on the decline.

87. NAJMUDDIN, S.M. Education: a Mix of Old and New --- Dawn (Karachi) August 24, 1978.

In Pakistan, two distinct systems of education are in operation, One is classical and the other claims to be modern. The British rested on teaching through delivering lectures.

In 1960, the system of internal evaluation was approved by the

Central Government to achieve the objective of comprehensive assessment of the work of the student in his classroom. But the system had to be abondoned because of its gross abuse by many individuals and institutions. The Karachi University introduced the semester system in lieu of the public examination, from the session 1974-75 in its honours and master courses in both the faculties of Arts and Science. But the application of this system to a huge institution where the number of students is more than four thousand is a formidable task.

Apart from other considerations, neither the minimum number of qualified teachers nor funds are avilable. The system can succeed only with the concerted efforts of both teachers and pupils, proper organization, suitable teacher-pupil ratio, and individual attention. Difficulties of accommodation, apparatus, location of buildings, equipment, etc. have to be overcome. Education must be treated as a separate discipline at the university level.

88. QURESHI, Altaf Ali. Semester System in Pakistan --- Morning News (Karachi) August 24, 1978.

The main requirement of the semester system is regularity of work both by the teacher and the taught. A schedule of teaching, giving the period, number, the topic to be covered in the period, and the dates of the examinations to be held is drawn up. All this is before the course starts. This schedule, with the problem-sheet, should be strictly adhered to, and the examinations, short quizzes, and term papers should be processed expeditiously. Another requirement of the system is the availability of reading material to which the student can refer.

The third requirement is the availability of audio-visual aids. The fourth requirement is that almost all the subjects in the course have to be offered every semester. One of the most important requirements is to keep the students and their parents fully informed of the progress made in the class and the achievements or otherwise of the students.

The method of examination and the types of question paper set are very important. When four tests are to be held during the semester, the material covered between any two tests is not very large. Questions have to be both objective and subjective, and marking has to be realistic.

89. SIDDIQI, Irshad. Imtehaan Ya Mahaz Aik Dhong (Examination or Simply a Farce) --- Imroz (Lahore) June 2, 1978 (U).

Examinations have become a farce now-a-days. If any one wants

to secure good marks, all he has to do is to get hold of a copy of the question paper, which has been set few months before. Although the original copy remains in the safe custody of the Board, its cyclostyled copies are easily available in the market. Nor is this all. The question paper is also available with the answers in the shape of 'Sure Success' and 'Guess Papers'. Another royal road to success leads through the house of the examiner. One has only to spend some money. The students who get through the examinations by these methods can never prove good citizens.

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